



WITHDRAWN

PROVINCE OF ONTARIO.

COLLEGIATE INSTITUTES

AND

HIGH SCHOOLS.

Entrance Examination Papers.

DECEMBER 1877.

105219

Education Department, Ontario.

DECEMBER EXAMINATIONS, 1877.

ADMISSION TO HIGH SCHOOLS.

ARITHMETIC.

TIME—Two Hours.

Examiner.—JOHN J. TILLEY.

Values.

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|----|--|
| 12 | 1. How often is 6 yds. 2 ft. contained in 25 furlongs? |
| 12 | 2. If I buy 3 bushels, paying 5 cents for every 3 quarts, and sell at a profit of 10 cents per gallon, find the selling price of the whole. |
| 12 | 3. Simplify $\frac{2\frac{1}{2} + \frac{5}{8} \text{ of } 12 - \frac{5}{6}}{3\frac{1}{3} \times .01 + \frac{9}{10}} \times \frac{11}{3\frac{2}{3}} \times \frac{18\frac{11}{12} + 5\frac{8}{15} - 22\frac{23}{30}}{1\frac{1}{27} \div (2\frac{7}{10} - \frac{5}{8} + 4)}$ |
| 12 | 4. Reduce 2 hrs. 20 min. to the decimal of $3\frac{1}{3}$ weeks. |
| 12 | 5. A sum of money was divided among A, B, and C. A received $\frac{2}{5}$ of the sum; B, \$20 less than $\frac{2}{3}$ of what was left; and the remainder, which was $\frac{3}{4}$ of A's share was given to C. Find the sum divided. |
| 12 | 6. Trees are planted 12 feet apart around the sides of a rectangular field (40 rods long) containing two acres. Find the number of trees. |
| 16 | 7. I buy a farm containing 80 acres, and sell $\frac{3}{4}$ of it for $\frac{3}{5}$ of the cost of the farm; I then sell the remainder at \$60 per acre, and neither gain nor lose by the whole transaction. Find the cost of the farm. |
| 12 | 8. Find the amount of the following bill of goods :— 18 $\frac{3}{4}$ cords of wood, at \$3.50 per cord. 16 yards of cloth, at \$1.12 $\frac{1}{2}$ per yard. 12 bus. 25 lbs. of wheat, at \$1.20 per bus. 1,400 feet of lumber, at \$12.50 per thousand. 65 tons 12 cwt. of coal, at \$0.30 per cwt. |

Education Department, Ontario.

DECEMBER EXAMINATIONS, 1877.

ADMISSION TO HIGH SCHOOLS.

DICTATION.

TIME—TWENTY MINUTES.

Examiner—JAMES HUGHES.

VALUE, 22.—On one side of the pitcher is a winged expansion of the folded leaf, and at the top there is formed a roundish arching hood. The neck of the pitcher is much narrower than its body, and presents the appearance of a solid rim, generally very bright and glossy. It is supposed that the water, with which these leaves are generally half filled, is drawn up from the swamp, and that its presence is not owing to rain. These pitchers are the sepulchres of unnumbered flies and other insects: it is an easy matter for them to find their way into the open mouth, but not so easy to return, for the throat and hood are lined with sharp hairs pointing downwards, that pierce the repentant intruder while attempting to retrace his steps, and hurl him into the abyss of water below. Once there, hope is for ever shut out, and the unfortunate insect dies a lingering death. It has been supposed that the pitcher plant, like the little sundews of our bogs, which clasp intruding flies in their glutinous embrace, has a relish for other food than that which earth and air supply, and that its carnivorous tastes are essential to its existence; but this view is not well established.

Two marks are to be deducted for every mis-spelt word.

Education Department, Ontario.

DECEMBER EXAMINATIONS, 1877.

ADMISSION TO HIGH SCHOOLS.

DICTATION.

Time—Twenty Minutes.

Examiner—JAMES HUGHES.

Value 32.—On one side of the pitcher is a winged expansion of the folded leaf, and at the top there is formed a roundish stretching hood. The neck of the pitcher is much narrower than its body, and presents the appearance of a solid rim, generally very bright and glossy. It is supposed that the water, with which these leaves are generally half filled, is drawn up from the swamp, and that its presence is not owing to rain. These pitchers are the sepulchres of numerous flies and other insects; it is an easy matter for them to find their way into the open mouth, but not so easy to return, for the throat and hood are lined with sharp hairs pointing downwards, that force the repentant intruder while attempting to retreat the steps, and hurl him into the abyss of water below. Once there, hope is for ever shut out, and the unfortunate insect dies a lingering death. It has been supposed that the pitcher plant, like the little sundew of our bays, which trap innumerable flies in their glutinous and sticky, has a selfish for other food than that which itself and its supply, and that its carnivorous taste is essential to its existence; but this view is not well established.

From a note to be attached to every subject sent.

Education Department, Ontario.

DECEMBER EXAMINATIONS, 1877.

ADMISSION TO HIGH SCHOOLS.

ENGLISH GRAMMAR.

TIME—TWO HOURS.

Examiner—J. M. BUCHAN, M.A.

Values.

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|--------------------------|---|
| 38 <i>i.e.</i> , 19x2 | 1. Parse : “Sunday after Sunday he had the keen delight of seeing Crimean officers from Aldershot and Sandhurst in his congregation.”— <i>Life of Charles Kingsley</i> . |
| 10 | 2. Analyse : Having heard the same preaching for fifteen years, he had ceased to admire it. |
| 6 | 3. Define Case, Gender, Number, Person, Verb, and Adverb. |
| 30 | 4. Give the plural of monkey, wharf, staff, potato; the singular of neckties, brethren, dairies; the feminine of negro, hero, nephew; the comparative and superlative of beautiful, pretty, far; the third singular present indicative active of buy, fry; the past participle of meet, beat, seat; the present participle of get, fire, occur, differ, die; and the possessive case of who, ladies, one, he. |
| 12 <i>i.e.</i> , 4x3. | 5. Quote the rule of syntax violated in each of the following sentences :— Between you and I this must not be allowed any longer. I wonder how he ever came to befriend such a criminal as me. Neither John nor James nor Mary have found it. There is several boys in the room. |
| 2 | 6. Correct the following expressions :— Them nuts is mine. |
| 1 | I kind of thought that Tom was there. |
| 1 | I understand $\frac{3}{2} = 1\frac{1}{2}$ to mean that three twos equal one and a half. |

Education Department, Ontario.

DECEMBER EXAMINATIONS, 1877.

ADMISSION TO HIGH SCHOOLS.

GEOGRAPHY.

TIME—ONE HOUR AND A HALF.

Examiner.—G. W. ROSS.

Values.

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|----|---|
| 12 | 1. What and where are Gaspe, Boothia, Walpole, Sitka, Quinte, Shebandowan, Battleford, Acapulco, Santa Cruz, Palermo, Cape Breton, and Formosa? |
| 5 | 2. Explain the terms zenith, ecliptic, pampas, tropic, and promontory. |
| 15 | 3. Over what railroads, and through what towns and cities would you pass on a trip from Collingwood to Ottawa? |
| 16 | 4. What is the general direction of the following rivers, and into what do they empty:—Ottawa, Ohio, Richelieu, Magdalena, Tornea, Ebro, Ural, and Sihon? |
| 9 | 5. Name the principal mountain ranges of the Eastern hemisphere, and the highest peaks in Europe and Asia. |
| 15 | 6. Outline the map of Ontario, indicating the position of the cities and principal rivers. |

Education Department, Ontario.
DECEMBER EXAMINATIONS, 1877.
ADMISSION TO HIGH SCHOOLS.
COMPOSITION.

TIME—ONE HOUR AND A QUARTER.

Examiner.—J. C. GLASHAN.

(*The Minimum for passing on this paper will be 18.*)

Values.

18

1. Make a continuous narrative of the following:—

Two goats met. The goats met on a narrow bridge. The bridge was only a plank. A torrent roared beneath the bridge. One goat was black. The other goat was white. The black goat spoke to the white goat. The black goat said, 'I am in a hurry. Make way for me.' The white goat answered the black goat. The white goat said, 'Are you in a hurry? So am I in a hurry. Make way for me.' The black goat was the stronger goat of the two goats. The black goat pushed his enemy over the bridge. The horns of the black goat had been entangled in the white goat's horns. So the black goat was dragged over also. Both goats were drowned.

18

2. Express in some other way the meaning of each of the following sentences:—

Iron is one of the metals.

Chickadee is a name of the black-cap titmouse.

This house belongs to my father.

Cheiron taking his lyre, the lads joined hands.

18

3. Change the voice of *all* the verbs in the following:—

The latch of a gate was broken by a boy; the gate was blown open by the wind; the field was left by a cow; the cow was run over by a train; the train was overturned by the cow; a little child was killed by the accident; so a little child was killed by that mischievous boy.

18

4. Change the arrangement of the following sentences so as to bring the prepositions before the pronouns they govern:—

What place come ye from? What town are you going to? It is hard to be without a single person to talk to. The year Napoleon was born in, was also the year of Wellington's birth.

Education Department, Ontario.

DECEMBER EXAMINATIONS, 1877.

ADMISSION TO HIGH SCHOOLS.

FOURTH BOOK AND SPELLING.

TIME—ONE HOUR AND A HALF.

Examiner—J. M. BUCHAN, M.A.

Values.

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| | 1. "Ruin seize thee, ruthless king! Confusion on thy banners wait! Though fanned by Conquest's crimson wing, They mock the air with idle state. Helm nor hauberk's twisted mail, Nor e'en thy virtues, tyrant, shall avail To save thy secret soul from nightly fears, From Cambria's curse, from Cambria's tears." |
| 8 | (i.) Explain the meaning of 'ruthless,' 'helm,' 'hauberk,' and 'avail.' |
| 2 | (ii.) By whom is the passage supposed to be spoken? |
| 4 <i>i.e.</i> , 2+2 | (iii.) Who is its author, and about what time did he live? |
| 6 <i>i.e.</i> , 2+2+2 | (iv.) Name the 'king,' and tell why he is called 'ruthless.' About what time did he live? |
| 2 | (v.) Give the other name of Cambria, and tell where it is. |

Values.

- 2 (vi.) What is the antecedent of 'they' in line four?
- 2 (vii.) What letter is left out in 'e'en'?
- 6 (viii.) In what sense is each of the following words used in this passage :—'Idle,' 'state,' 'mail'?

2. "As the Great Geysir explodes only once in forty hours or more, it was, of course, necessary that we should wait his pleasure; in fact, our movements entirely depended on his. For the next two or three days, therefore, like pilgrims round an ancient shrine, we patiently kept watch; but he scarcely deigned to favour us with the slightest manifestation of his latent energies." —*Dufferin*.

- 4
i.e., 2+2 (i.) What, and where, is the Great Geysir?
- 10
i.e., 2+5 (ii.) What are pilgrims? What is a shrine? What is a manifestation? What are energies? What kind of energies are latent energies?
- 3 (iii.) Tell what you know about the author of this passage.
- 5 (iv.) Point out the silent letters in the last sentence.
- 12
i.e., 4+5 3. What nation founded the colony of Canada? Who were the Pilgrim Fathers? Who were the first European settlers in the State of New York?
- 6 4. Distinguish 'pries' from 'prize,'
'teas' from 'tease,'
'seas' from 'sees,'
'hoes' from 'hose,'
'soul' from 'sole,'
'plait' from 'plate.'

Education Department, Ontario.

ADMISSION TO HIGH SCHOOLS.

HISTORY.

TIME—ONE HOUR.

Examiner—S. ARTHUR MARLING, M.A.

Values.

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| 12 | 1. How did Canada come into the possession of the French, and how did the British acquire it? |
| 12 | 2. Name in order the Tudor sovereigns of England, and tell what you know of the reign of Queen Elizabeth. |
| 12 | 3. In whose reign were the battles of Bannockburn, Culloden, and Waterloo fought; between what nations; and who were the principal commanders on each side? |
| 12 | 4. When did Queen Victoria come to the throne? Whom did she succeed, and what have been the principal events in the history of Canada during her reign? |
| 12 | 5. Say what you know about Oliver Cromwell, Joan of Arc, John Milton, Lord Nelson. |
| 12 | 6. When did the United States become an independent nation; and when did Canada become a Dominion? |

